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ABSTRACT

Designed to familiarize students with Canada and how it compares and contrasts with the United States, this collection of 18 lessons is designed to be used in a variety of ways. The lessons may be used individually, infused as case studies into a variety of course topics or used as a complete unit. Each lesson is divided into six sections: lesson content/concepts; skill strand/s; objectives; materials; strategies; and teacher evaluation. The lessons are: Impressions of Canada; Canada in the World; Canada in North America; Canada the Nation; Canadian Population; Geographic Regions of Canada; Native Canadians; Canadian Explorers; People of Canada; Ethnic Groups in Canada; Canadian History; Symbols of Canada; Canadian Holidays; Metric System in Canada; Languages in Canada; Canada and U.S. Trade; Interdependence; and Acid Rain. The collection also includes three extensions: Current Events in Canadian Studies; Political Cartoons about Canada; and Canadian Government. (AG)

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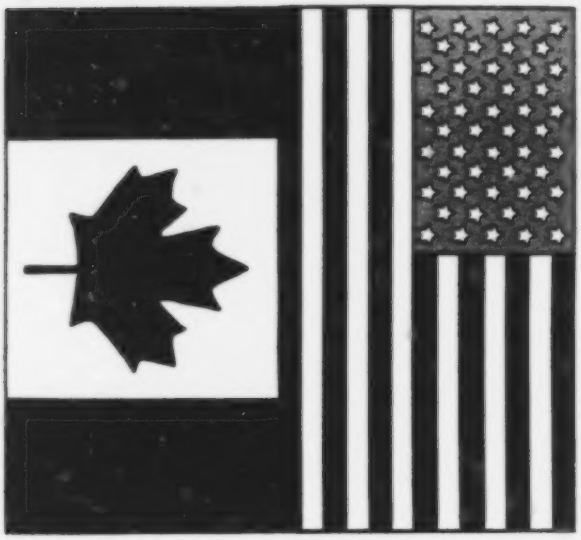
# THE UNITED STATES AND CANADA:



# A COMMON HERITAGE A SHARED FUTURE

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SO017563

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## Preface

"The United States and Canada: A Common Heritage, A Shared Future" is a collection of lessons that was developed after a study visit to Canada during the summer of 1985. The authors were three of thirty educators selected from applicants from across the United States. During the visit, the group was privileged to visit many historic sites, museums, cultural events, and industrial and natural resources. The primary purposes of the visit, however, were to study contemporary culture and to develop curriculum materials for teaching about Canada for schools.

This set of lessons is designed to be used in a variety of ways. The lessons may be used individually, infused as case studies into a variety of course topics, or they may be used as a complete unit. The teacher should feel free to adjust the materials to accommodate the needs and interests of different levels of students.

We gratefully acknowledge the contributions of the office of the Canadian Consulate General in Atlanta and the many friends we made during our stay in Canada. We recognize and appreciate the continued support of Dr. James Fox, Superintendent of the Fulton County Schools, Dr. Alton C. Crews, Superintentdent of the Gwinnett County Public Schools, and of Dr. Charles McDaniel, State Superintendent of Schools, for our efforts at improving international education and global understanding.

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January 1986

| LESSON CONTENT/ CONCEPT | SKILL STRAND/S | OBJECTIVES | MATERIALS | STRATEGIES | TEACHER EVALUATION |
|---|---|---|---|---|---|
| 1. Impressions of Canada | .Locating, analyzing, synthesizing data<br>.Social participation | The student will be able to:<br><br>.describe impressions of Canada and Canadians<br>.summarize data collected from class responses into a manageable form<br>.make generalizations and draw conclusions of the perceptions of the class relating to Canada and Canadians | .Survey sheet, "Impressions of Canada"<br>.Calculators<br>.Transparency sheets, markers, poster paper | .Distribute copies of the survey sheet to each student. After they complete their individual sheets, divide the class into small groups and have each group tally the responses from one topic.<br>.The student should use the raw data to construct bar graphs, circle graphs, etc. to effectively summarize the information for presentation to the entire class. The teacher should use the summaries as the basis for a class discussion. | .Student presentations<br>.Observation during small group activity<br>.Analysis of student questions and answers during discussion |

## Impressions of Canada

A. Complete the following statements.

1. When I think of Canada, I think of . . .

2. When I think of Canadians, I think of . . .

B. Place an "x" at the point on the line below that most clearly describes your notion of Canada

1. large _____ small
2. hot _____ cold
3. mountains _____ plains
4. friend _____ enemy
5. near _____ far
6. democratic _____ undemocratic
7. rich _____ poor
8. literate _____ illiterate
9. urban _____ rural

C. Check the appropriate blank after each statement.

1. Canada is a "friend" of the United States.
   _____Yes _____No _____Not Sure

2. Canadian forest and fishing industries are competitive with similar American industries.
   _____Yes _____No _____Not Sure

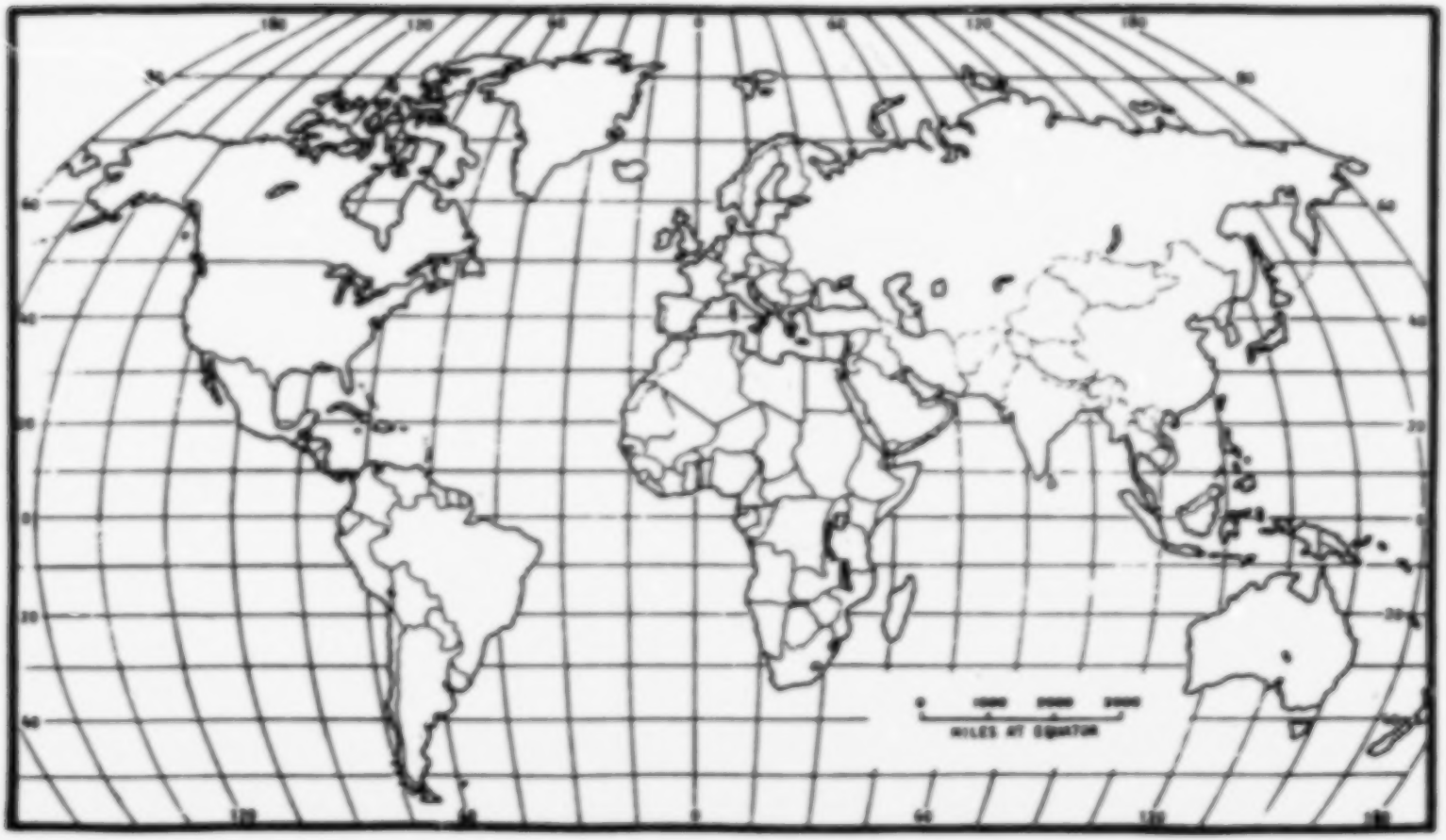
3. Canada is the United States' greatest trading partner.
   _____Yes _____No _____Not Sure

D. Check those issues below which are important to both Canadians and Americans.

_____acid rain
_____fishing treaties
_____border crossings
_____trade protection

| LESSON CONTENT/ CONCEPT | SKILL STRAND/S | OBJECTIVES | MATERIALS | STRATEGIES | TEACHER EVALUATION |
|---|---|---|---|---|---|
| 2. Canada in the World | .Map and globe skills<br>.Locating, analyzing, synthesizing data | The student will be able to:<br><br>.identify Canada's location in the world<br>.define and give examples of regions | .Outline map of the world<br>.Concept Lesson on "region"<br>.Textbook or other resource containing a variety of maps on Canada | .Distribute copies of the outline map of the world. Ask students to label the northern, southern, eastern and western hemispheres. Ask "In which hemisphere is Canada located?"<br>.Ask students to label Canada, the second largest nation in the world in terms of land size, on their maps. Have students locate and label England, Canada's mother country. Ask "How do the two nations compare in size?"<br>.Ask students to locate and label the United States (including Alaska) and the Soviet Union. Note that Canada physically separates the two nations. Ask "In what ways might this be significant?"<br>.Teach concept lesson on "Regions." | .Collect and check maps |

**THE WORLD**



from Study Canada: International Outlook, p.8.

# CONCEPT LESSON

CONCEPT: Region

OBJECTIVE: The student will be able to identify the major regions of the world.

DEFINITION: A region is an area of the earth's surface which has certain common characteristics that make it unique from other areas.

EXAMPLES: The following are major world regions:

1. The Middle East is a region.
   There are two characteristics common throughout this region:
   A. Physical - Much of the region has a dry climate (steppe and desert)
   B. Cultural -
      1. Islam is the dominant religion.
      2. Most of the people living in the Middle East speak Arabic.

*At this point use a map to point out the countries of the Middle East. The countries of North Africa are generally considered to be a part of this region.

2. Latin America is a region.
   Latin America is unique from a cultural standpoint.
   A. Predominance of Latin-derived languages (Spanish and Portugese)
   B. Predominance of the Roman Catholic Religion
   C. Common historical background (Spanish and Portuguese Colonialism)
   D. For the most part all the countries of the region have common socio-economic conditions at present.

NON-EXAMPLES: The following are not major world regions:

1. Egypt is not a major world region. It is part of the Middle East region.

2. Peru is not a major world region. It is part of the Latin American region.

CONCEPT LESSON

CONCEPT: Region (continued)

QUESTIONS:

1. Is the US a major world region?

   No. It is part of the major region called Anglo-America (US and Canada).

2. Is the Soviet Union a region?

   Yes. It is continental in size and resources. In addition, it is dominated by one political philosophy. It has been historically viewed as a distinct political unit from Eastern Europe and Communist China.

3. Is Sub-Saharan Africa a region?

   Yes. The countries south of the Sahara are similar culturally and physically. They also share many problems in common as the result of colonialism and independence. The countries north of the Sahara are most often considered to be a part of The Middle East region since their cultural and historical orientation has been with the other countries of the Middle East as opposed to the contries south of the Sahara.

4. Is Asia a region?

   Yes. Many Asian countries such as Japan and China share certain physical and cultural characteristics.

| LESSON CONTENT/ CONCEPT | SKILL STRAND/S | OBJECTIVES | MATERIALS | STRATEGIES | TEACHER EVALUATION |
|---|---|---|---|---|---|
| 3. Canada in North America | .Map and globe skills | The student will be able to:<br><br>.describe Canada's location using an outline map of North America | .Outline map of North America<br>.Wall maps or textbook maps of Canada and the United States | .Distribute maps of North America to each student and ask them to identify and label the following:<br>-provinces, territories, capitals<br>-Great Lakes, St. Lawrence River, Hudson Bay<br>-the United States<br>.Ask students such questions as:<br>-How many states and provinces border the Canada-United States boundary?<br>(A - 13 states, 7 provinces)<br>-Which is the largest state and province that borders the Canada-United States boundary?<br>(A - Alaska, Ontario)<br>-Which Canadian provinces do not border the United States<br>(A - Prince Edward Island, Nova Scotia and New Foundland)<br>-Which city is farthest north: Seattle, Chicago, Toronto, Montreal?<br>(A - Seattle) | .Collect and review maps<br>.Analysis of student answers |

from Study Canada: Resource Use, p. 2

| LESSON CONTENT/ CONCEPT | SKILL STRAND/S | OBJECTIVES | MATERIALS | STRATEGIES | TEACHER EVALUATION |
|---|---|---|---|---|---|
| 4. Canada - The Nation | .Map and globe skills<br>.Locating, analyzing, synthesizing data | The student will be able to:<br><br>.locate major cities, rivers, mountain chains, etc. on an outline map of Canada | .Outline map of Canada<br>.Textbook or other resource containing a variety of maps on Canada | .Distribute outline maps of Canada to each student and ask them to locate, label, and key the following:<br>-provinces and territories,<br>-major cities (including provincial and territorial capitals and the national capital<br>-major rivers, mountain chains, large lakes, and oceans<br>.When students finish, have them complete the following activities:<br>-Locate the scale on the map. Ask "What is the distance from the most eastern to the most western point in Canada? northern to southern?"<br>-What is the line of latitude of the most northern and most southern points in Canada?<br>-What major United States cities are farther north than parts of Canada? | .Collect and review maps<br>.Analysis of student answers |

adapted from The United States and Its Neighbors, Blackline Masters. Silver Burdett, 1984, p. 65.

| LESSON CONTENT/ CONCEPT | SKILL STRAND/S | OBJECTIVES | MATERIALS | STRATEGIES | TEACHER EVALUATION |
|---|---|---|---|---|---|
| 5. Canadian Population | .Map and globe skills<br>.Locating, analyzing, synthesizing data | The student will be able to:<br><br>.describe the population distribution of Canada | Outline map of Canada<br>.Handout "Canadian and U.S. Population - A Comparison" | .Distribute an outline map of Canada to each student. Ask students to use the scale of miles to draw a line 150 miles north of the Canada-United States border. Have students shade the area. Note: Approximately 80% of all Canadians live within 150 miles of the United States.<br>.Ask students to shade the map to show population density. Use color codes to distinguish densely and sparsely populated areas (See Teacher Resources). | .Collect and review maps<br>.Analysis of student answers |

SCALE OF MILES
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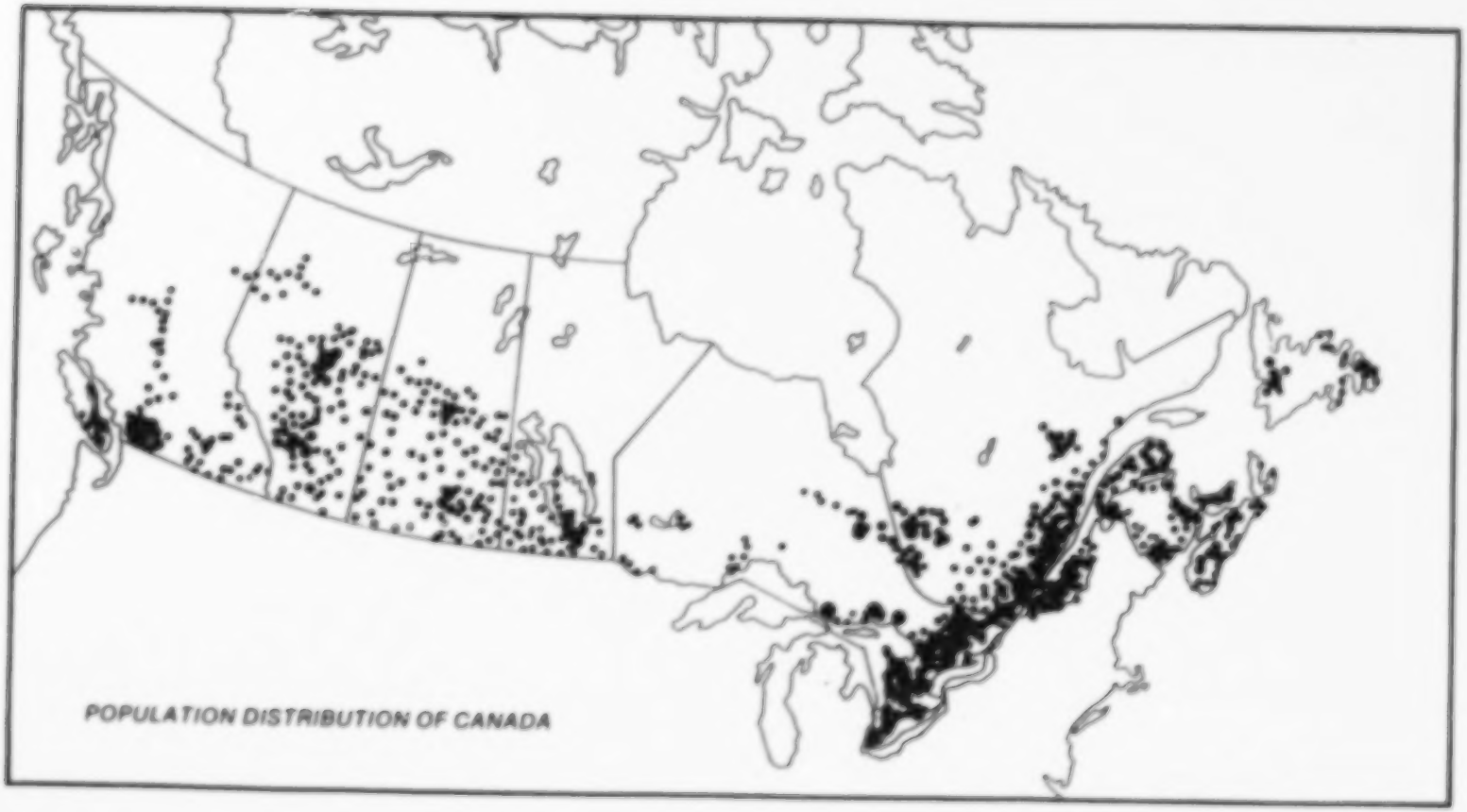



from Study Canada: Overview (2nd Edition), p.4.

# CANADIAN AND UNITED STATES POPULATION -- A COMPARISON

**TABLE ONE: CANADIAN POPULATION AND AREA**

| | Population in 1981 | Land Area in sq. mi. |
|---|---|---|
| Canada | 24,343,181 | 3,851,809 |
| Newfoundland | 567,681 | 156,185 |
| Prince Edward Island | 122,506 | 2,184 |
| Nova Scotia | 847,442 | 21,425 |
| New Brunswick | 695,403 | 28,354 |
| Quebec | 6,438,403 | 594,860 |
| Ontario | 8,625,107 | 412,582 |
| Manitoba | 1,026,241 | 251,000 |
| Saskatchewan | 968,313 | 251,700 |
| Alberta | 2,237,724 | 255,285 |
| British Columbia | 2,744,457 | 366,255 |
| Yukon | 23,153 | 207,076 |
| Northwest Territories | 45,741 | 1,304,903 |

**TABLE TWO: U.S. POPULATION AND AREA**

| | Population in 1980 | Land Area sq. miles |
|---|---|---|
| United States | 226,545,805 | 3,675,545 |
| Maine | 1,124,660 | 33,215 |
| New York | 17,558,072 | 49,576 |
| Michigan | 9,262,078 | 58,216 |
| Wisconsin | 4,705,767 | 56,154 |
| North Dakota | 652,717 | 70,665 |
| Washington | 4,132,156 | 68,192 |
| Alaska | 401,851 | 586,412 |
| California | 23,667,902 | 158,693 |
| Wyoming | 469,557 | 97,914 |
| Illinois | 11,426,518 | 56,400 |
| Florida | 9,746,324 | 58,560 |
| North Carolina | 5,881,766 | 52,586 |

from Study Canada: Overview (2nd Edition), p.3.

| LESSON CONTENT/ CONCEPT | SKILL STRAND/S | OBJECTIVES | MATERIALS | STRATEGIES | TEACHER EVALUATION |
|---|---|---|---|---|---|
| 6. Geographic Regions of Canada | .Map and globe skills<br>.Locating, analyzing, synthesizing data | The student will be able to:<br>.locate the six landform and climate regions of Canada<br>.identify major economic features of each region | .Outline map of Canada<br>.Handout: "Canadian Geography" | .Distribute outline map of Canada to each student. Share information in the "Canadian Geography" handout with students via lecture/discussion, handout, transparency or some other means.<br>.Ask students to use this information to shade the six landform regions and to identify major economic features of each region through symbols on their outline map. Have students make a legend identifying the colors and symbols | .Collect and evaluate maps |

SCALE OF MILES
0 100 200 300 400 500

# CANADIAN GEOGRAPHY

I. Overview
   A. Largest country in Western Hemisphere
   B. Second largest country in the world.
   C. Occupies almost half of North America
   D. Six geographic regions
      1. Appalachian Highlands
      2. St. Lawrence - Great Lakes Lowlands
      3. Canadian Shield
      4. Central Plains
      5. Western Mountains
      6. Inuitian Region

II. Appalachian Highlands
   A. Atlantic Provinces
      1. Nova Scotia
      2. New Brunswick
      3. Prince Edward Island
      4. Newfoundland
   B. Geographic Features
      1. Low hills - plains
      2. Rocky, jagged coastline
      3. Rivers - lakes
   C. Economic Features
      1. Fishing industry
      2. Lumber industry

III. St. Lawrence - Great Lakes Lowlands
   A. St. Lawrence River Valley Region
      1. Quebec
      2. Ontario
   B. Geographic Features
      1. Flat, fertile river land
      2. Rolling lake shore
      3. Mild climate
   C. Economic Features
      1. Farming and grazing land
      2. Large manufacturing centers
      3. Rich natural resources
   D. Canada's Urban Area
      1. One-half the total population
      2. Major cities
         a. Montreal
         b. Ottawa
         c. Quebec
         d. Toronto

IV. Canadian Shield
   A. Curves around Hudson Bay
   B. Geographic Features
      1. Glacier created
      2. Poor, thin soil
      3. Hard granite rock
      4. Evergreen forests
   C. Economic Features
      1. Rich mineral deposits
      2. Hydroelectric power

V. Central Plains
   A. Prairie Provinces
      1. Manitoba
      2. Saskatchewan
      3. Alberta
   B. Geographic Features
      1. Fertile Soil
      2. Slopes upward from east to west
      3. Northern tundra belt
   C. Economic Features
      1. Grain-growing region
      2. Cattle herding
      3. Oil - natural gas region

VI. Western Mountains
   A. Pacific Region
      1. Western Alberta
      2. British Columbia
      3. Yukon Territory
   B. Geographic Features
      1. Canadian Rockies
      2. Coastal mountain ranges
      3. High plateaus and valleys
   C. Economic Features
      1. Timber
      2. Market gardening
      3. Fruit and dairy farms

VII. Inuitian Region
   A. Northwest Territory
   B. Geographic Features
      1. Cold, bleak climate
      2. Permafrost
      3. Glaciers
   C. Economic Features

from The Maple Leaf, Duke University, Canadian Studies Center.

| LESSON CONTENT/ CONCEPT | SKILL STRAND/S | OBJECTIVES | MATERIALS | STRATEGIES | TEACHER EVALUATION |
|---|---|---|---|---|---|
| 7. Native Canadians | .Map and globe skills<br>.Locating, analyzing, synthesizing data | The student will be able to:<br><br>.identify the various groups of Native Canadians<br>.locate and organize information on Native Canadians<br>.compare information in a chart and on a map to make generalizations and draw conclusions | .Outline map of Canada<br>.Data retrieval chart<br>.Textbook or library resources containing information on Native Canadians | .Distribute outline maps to students. Have students indicate where the following native peoples lived: Iroquois, Algonguin, Blackfoot, Dogrib, Haida, and Inuits.<br>.Have students complete the data chart.<br>.Discuss findings with students. Have students compare the information in the charts to the information on their maps. Ask such questions as:<br>-In what way do climate and geographic location | .Collect and evaluate maps and data retrieval chart<br>.Teacher observation of student generalizations and conclusions |

SCALE OF MILES
0 100 200 300 400 500

# Data Retrieval Chart

## NATIVE CANADIANS

| NATIVE PEOPLE | DRESS | HOUSING | DIET |
|---|---|---|---|
| Iroquois | | | |
| Algonquin | | | |
| Blackfoot | | | |
| Dogrib | | | |
| Haida | | | |
| Inuit (Eskimo) | | | |

| LESSON CONTENT/ CONCEPT | SKILL STRAND/S | OBJECTIVES | MATERIALS | STRATEGIES | TEACHER EVALUATION |
|---|---|---|---|---|---|
| 8. Canadian Explorers | .Map and Globe Skills<br>.Locating, Analyzing, Synthesizing Data | The student will be able to:<br><br>.trace routes of explorers<br>.compare historic and current maps to locate information | .Outline map of North America<br>.Map of North America from an atlas or other source | Distribute outline maps of North America to students and<br>.ask them to identify the routes of the following explorers on the map: Hudson, Champlain, La Verendrye, Jolliet and Marquette, and La Salle.<br>Have students examine a current North American map and<br>.look for places named for these explorers. Indicate whether each place is in the United States or Canada. | .Collect and evaluate maps<br>.Collect and evaluate lists of place names |

from Studies Canada: Resource Use, p.2

| LESSON CONTENT/ CONCEPT | SKILL STRAND/S | OBJECTIVES | MATERIALS | STRATEGIES | TEACHER EVALUATION |
|---|---|---|---|---|---|
| 9. People of Canada | .Locating, analyzing, synthesizing data | The student will be able to:<br><br>.define "multicultural society" and "melting pot"<br>.identify the native groups of Canada<br>.identify and trace routes of early explorers<br>.describe first Europeans (French and English) who founded colonies in Canada<br>.discuss how Canadian people represent very diverse cultural backgrounds<br>.compare the settlement of the United States and Canada | .Data retrieval chart<br>.Textbook or other resource on the settlement of Canada | .Distribute data retrieval chart to students and have them fill in information.<br>.Have students compare the information to the settlement of the United States. Discuss with students. Ask such questions as:<br>-Using the data retrieval chart, who were the first people to explore and settle Canada?<br>-When and why did they come to Canada?<br>-In more modern times, from what countries did immigrants come to Canada?<br>-Are there parallels between the settlement of the United States and Canada? If so, what are they? | .Collect and evaluate data retrieval charts<br>.Teacher observation during discussion |

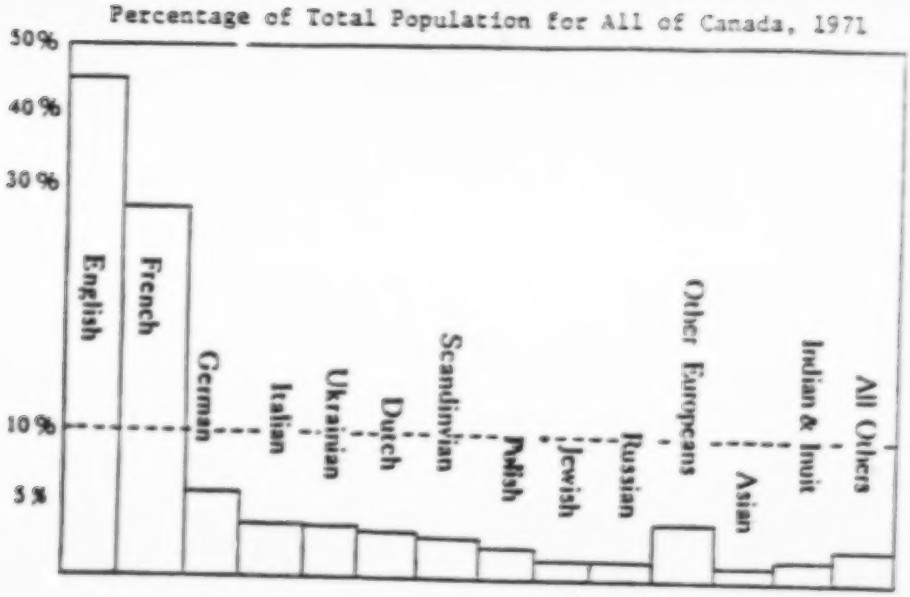
PEOPLE OF CANADA

| | Who | Where From | When | Why | Where Settled or Explored |
|---|---|---|---|---|---|
| First People | | | | | |
| Native Peoples | | | | | |
| Early Explorers | | | | | |
| First Settlers | | | | | |
| Ethnic Minorities | | | | | |

| LESSON CONTENT/ CONCEPT | SKILL STRAND/S | OBJECTIVES | MATERIALS | STRATEGIES | TEACHER EVALUATION |
|---|---|---|---|---|---|
| 10. Ethnic Groups in Canada | .Locating, analyzing, synthesizing data | The student will be able to:<br><br>.identify ethnic groups in Canada<br>.compare data | .Handout "Ethnic Groups" | .Distribute the "Ethnic Groups" handout to students. Have them note the difference in the subject of the two charts (percentage of <u>all</u> Canadians by ethnic group and percentage of <u>immigrants</u> by ethnic group)<br>.Ask students to transfer the data in the bar graph into a circle graph to allow for easier comparison of data (Note: German, Italian, etc. in the bar graph will need to be compiled under European) | .Debrief by asking students questions about the two graphs |

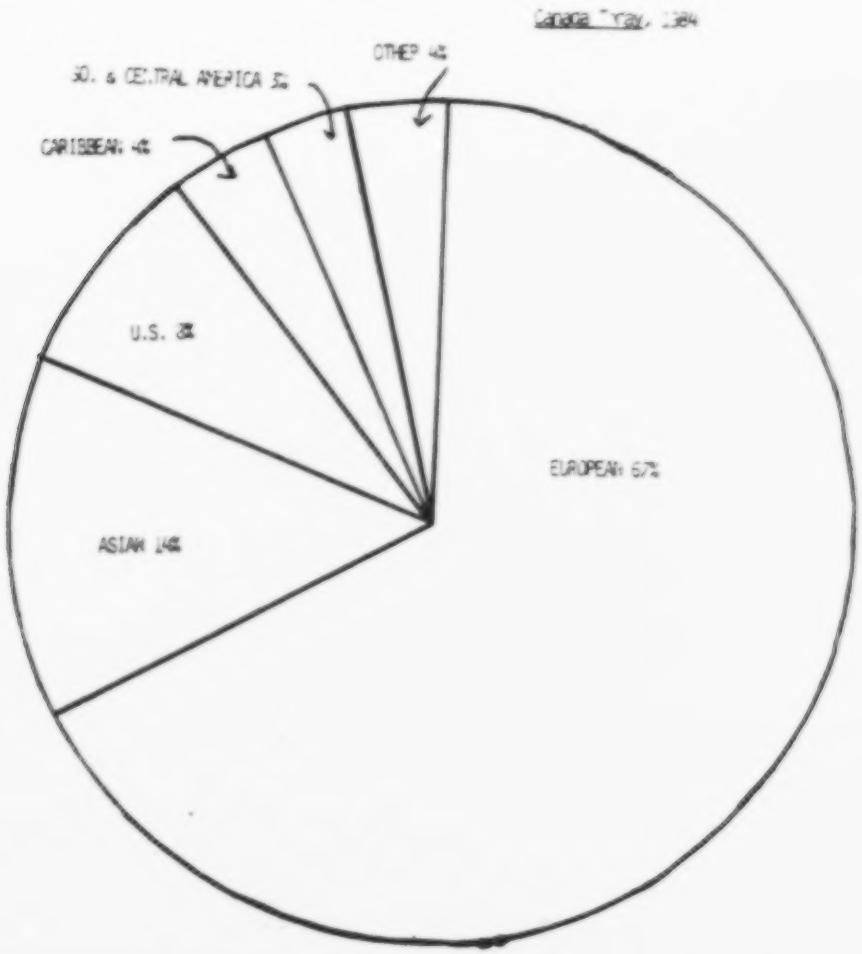
## ETHNIC GROUPS

Percentage of Total Population for All of Canada, 1971




Many Cultures, Many Heritages, 1971

Immigration to Canada, 1981



Population by ethnic group

| Ethnic group | 1971 | 1981 |
|---|---|---|
| **British Isles** (English, Irish, Scottish, Welsh and other) | 9.624.115 | 9.674.245 |
| **French** | 6.180.120 | 6.439.100 |
| Austrian | 42.120 | 40.630 |
| Belgian and Luxembourg | 51.135 | 43.000 |
| Czech and Slovak | 81.870 | 67.695 |
| Finnish | 59.215 | 52.315 |
| German | 1.317.200 | 1.142.365 |
| Greek | 124.475 | 154.365 |
| Hungarian (Magyar) | 131.890 | 116.390 |
| Italian | 730.820 | 747.970 |
| Jewish | 296.915 | 264.025 |
| Dutch | 425.945 | 408.240 |
| Polish | 316.425 | 254.485 |
| Portuguese | 96.875 | 188.105 |
| Romanian | 27.375 | 22.485 |
| Russian | 64.475 | 49.435 |
| Scandinavian (Danish, Norwegian and Swedish) | 356.835 | 282.795 |
| Spanish | 27.515 | 53.540 |
| Ukrainian | 580.660 | 529.615 |
| Chinese | 118.815 | 289.245 |
| Japanese | 37.260 | 40.995 |
| Native Peoples | 312.765 | 413.380 |
| Other and not stated | 563.442 | 3.108.711 |
| Total | 21.568.310 | 24.383.181 |

from The Maple Leaf, Duke University, Canadian Studies Center.

Country of Birth of Major Immigration Since 1946

| Country of Birth | 1946-55 | 1956-68 | 1969 | 1970 | 1971 | 1946-71 |
|---|---|---|---|---|---|---|
| Britain | 338,561 | 468,998 | 28,790 | 23,688 | 14,230 | 874,267 |
| China | 15,423 | 29,622 | 5,185 | 3,397 | 3,694 | 57,321 |
| France | 24,422 | 44,950 | 3,612 | 2,958 | 2,059 | 78,001 |
| Germany | 122,743 | 130,767 | 4,208 | 3,220 | 2,082 | 263,020 |
| Hungary | 16,542 | 51,235 | 1,132 | 1,023 | 847 | 70,779 |
| Japan | 423 | 3,724 | 750 | 821 | 830 | 6,548 |
| Netherlands, The | 107,790 | 56,598 | 2,412 | 1,843 | 1,262 | 169,905 |
| Poland | 101,433 | 34,987 | 1,563 | 1,403 | 1,527 | 140,913 |
| Portugal | 0 | 67,413 | 7,917 | 8,594 | 9,776 | 93,700 |
| United States | 70,739 | 139,124 | 19,258 | 20,859 | 20,723 | 270,703 |

from The Maple Leaf, Duke University, Canadian Studies Center

| LESSON CONTENT/ CONCEPT | SKILL STRAND/S | OBJECTIVES | MATERIALS | STRATEGIES | TEACHER EVALUATION |
|---|---|---|---|---|---|
| 11. Canadian History | .Locating, analyzing, synthesizing data | The student will be able to:<br>.locate information about United States history to place on timeline<br>.compare major events in United States history with major events in Canadian history | .Handout: "Canadian/United States History" timeline<br>.Reference materials | .Distribute timeline to each student. Using reference materials, ask students to locate events in U.S. history that parallel events in Canadian history.<br>.When students complete task, discuss the questions on the worksheet with the entire class. | .Collect and check timelines<br>.Teacher observation of student responses during discussion |

# CANADIAN/U. S. HISTORY

DIRECTIONS: The timeline below lists dates and identifies significant events in the history of Canada. Dates of significant events in the history of the U.S. are also listed. Using reference materials, identify events in U.S. history and write them on the timeline.

| Canada | | | United States |
|---|---|---|---|
| Native groups | Pre- | 1000 A. | Native groups |
| Vikings | -10 | 00- | Vikings |
| Columbus | -14 | 92- | Columbus |
| John Cabot landed on Cape Breton Island | -14 | 97 | |
| Jacques Cartier explored the St. Lawrence River | -15 | 34 | |
| | 16 | 07- | |
| Samuel de Champlain settled Quebec City | -16 | 08 | |
| | 16 | 20- | |
| Montreal founded | -16 | 42 | |
| | 17 | 33- | |
| Quebec Act passed | -17 | 44 | |
| | 17 | 75- | |
| | 17 | 76- | |
| Loyalists fled to Canada | -17 | 83- | |
| | 17 | 87- | |
| Canada divided into Upper and Lower Canada | -17 | 91 | |
| War of 1812 began | -18 | 12- | War of 1812 began |
| War of 1812 ended | -18 | 14- | War of 1812 ended |
| Upper and Lower Canada united | -18 | 40 | |
| | 18 | 61- | |
| | 18 | 65- | |

| | | | |
|---|---|---|---|
| British North America Act | -18 | 67 | |
| | 18 | 69- | |
| Canadian Pacific Railroad Completed | -18 | 85 | |
| | 18 | 98- | |
| Canadian volunteers joined British in WW I | -19 | 14 | |
| | 19 | 17- | |
| World War I Ended | -19 | 18- | World War I ended |
| Depression | -19 | 30's- | Depression |
| Statute of Westminster | -19 | 31 | |
| World War II began | -19 | 39 | |
| | 19 | 41- | |
| World War II ended | -19 | 45- | World War II ended |
| Newfoundland became a province | -19 | 49 | |
| St. Lawrence Seaway opened | -19 | 59 | St. Lawrence Seaway opened |
| | 19 | 60- | |
| Expo '67 celebrated Canada's centennial | -19 | 67 | |
| | 19 | 76- | |
| Canadian Constitution adopted | -19 | 82 | |

Questions to Consider

1. Using the timeline, identify parallels in Canadian/U.S. history during the period of exploration and colonization.

2. Using the timeline, what other major events do Canada and the U.S. have in common?

3. List events from the timeline that show how Canada became a nation. (Evolution rather than revolution.)

4. From the timeline name the most recent state and the most recent province added to the United States and Canada.

KEY

CANADIAN/U. S. HISTORY

DIRECTIONS: The timeline below lists dates and identifies significant events in the history of Canada. Dates of significant events in the history of the U.S. are also listed. Using reference materials, identify events in U.S. history and write them on the time line.

| Canada | | | United States |
|---|---|---|---|
| Native groups | Pre- | 1000 A.- | Native groups |
| Vikings | -10 | 00- | Vikings |
| Columbus | -14 | 92- | Columbus |
| John Cabot landed on Cape Breton Island | -14 | 97 | |
| Jacques Cartier explored the St. Lawrence River | -15 | 34 | |
| | 16 | 07- | Landing at Jamestown |
| Samuel de Champlain settled Quebec City | -16 | 08 | |
| | 16 | 20- | Pilgrims landed at Plymouth |
| Montreal founded | -16 | 42 | |
| | 17 | 33- | Founding of Georgia |
| Quebec Act passed | -17 | 44 | |
| | 17 | 75- | Revolutionary War began |
| | -17 | 76- | Declaration of Independence |
| Loyalists fled to Canada | -17 | 83- | Revolutionary War ended |
| | 17 | 87- | U.S. Constitution adopted |
| Canada divided into Upper and Lower Canada | -17 | 91 | |
| War of 1812 began | -18 | 12- | War of 1812 began |
| War of 1812 ended | -18 | 14- | War of 1812 ended |
| Upper and Lower Canada united | -18 | 40 | |
| | 18 | 61- | Civil War began |
| | 18 | 65- | Civil War ended |

KEY

| | | | |
|---|---|---|---|
| British North America Act | -18 | 67 | |
| | 18 | 69- | First Continental railroad in United States |
| Canadian Pacific Railroad Completed | -18 | 85 | |
| | -18 | 98- | Spanish-American War |
| Canadian volunteers joined British in WW I | -19 | 14 | |
| | 19 | 17- | U.S. entered World War I |
| World War I ended | -19 | 18- | World War I ended |
| Depression | -19 | 30's- | Depression |
| Statute of Westminster | -19 | 31 | |
| World War II began | -19 | 39 | |
| | 19 | 41- | Japanese bombed Peral Harbor; United States entered World War II |
| World War II ended | -19 | 45- | World War II ended |
| Newfoundland became a province | -19 | 49 | |
| St. Lawrence Seaway opened | -19 | 59- | St. Lawrence Seaway opened |
| | 19 | 60- | Hawaii became a state |
| Expo '67 celebrated Canada's centennial | -19 | 67 | |
| | 19 | 76- | U.S. Bicentennial celebrated |
| Canadian Constitution adopted | -19 | 82 | |

| LESSON CONTENT/ CONCEPT | SKILL STRAND/S | OBJECTIVES | MATERIALS | STRATEGIES | TEACHER EVALUATION |
|---|---|---|---|---|---|
| 12. Symbols of Canada | .Locating, analyzing, synthe-sizing data | The student will be able to:<br><br>.identify and compare the symbolism of the flags of Canada and the United States<br>.identify and compare the symbolism of the beaver and the bald eagle as related to Canada and the United States<br>.compare the national anthems of Canada and the United States<br>.Compare the symbols of British Columbia and Georgia | Handouts:<br>.Data retrieval chart, "Symbols"<br>.Transparencies/ coloring masters<br>.Teacher resources-- "Symbols Description Sheets" | .Divide the students into small groups. Distribute "Symbols" chart to students.<br>.Distribute one copy of "Symbol Information Sheet" to each group. Have each group complete data retrieval chart using information sheets.<br>.Review the symbols by using transparencies/coloring masters.<br>.If the teacher chooses, the students may color the coloring masters and use to create a display. | |

SYMBOLS

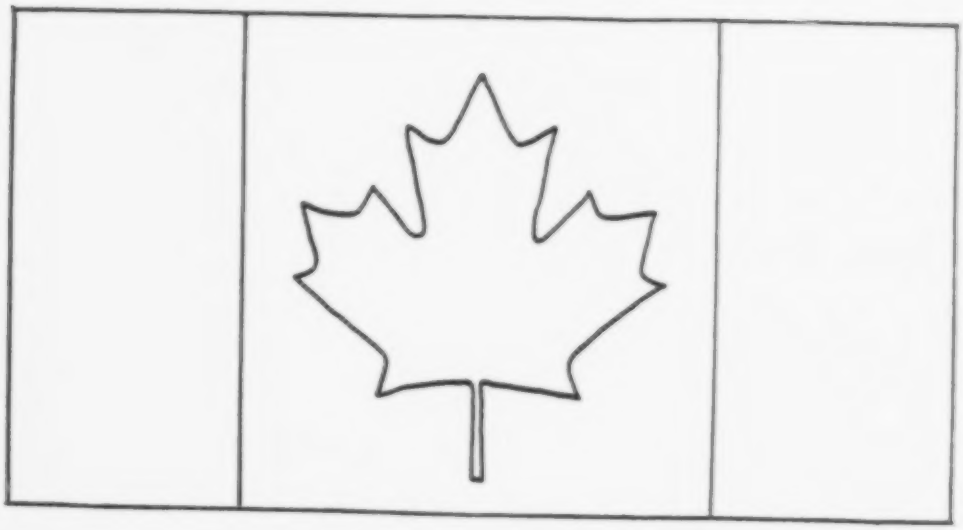
| National Symbols | Canada | United States |
|---|---|---|
| Flag | | |
| Animal | | |
| National Anthem | | |

| State/Provincial Symbols | British Columbia | Georgia |
|---|---|---|
| Flag | | |
| Motto | | |
| Flower | | |

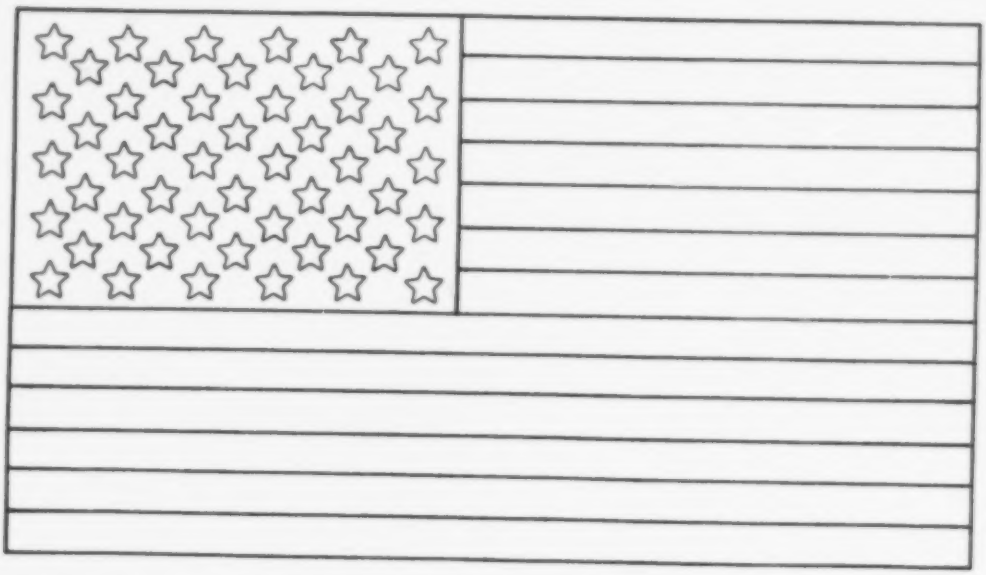
## SYMBOLS

| National Symbols | Canada | United States |
|---|---|---|
| Flag | MAPLE LEAF | STARS AND STRIPES |
| Animal | BEAVER | BALD EAGLE |
| National Anthem | O CANADA! | THE STAR SPANGLED BANNE |

| State/Provincial Symbols | British Columbia | Georgia |
|---|---|---|
| Flag | BRITISH COLUMBIA FLAG | GEORGIA STATE FLAG |
| Motto | SPLENDER WITHOUT DIMINISHMENT | WISDOM, JUSTICE, MODERATI |
| Flower | DOGWOOD | CHEROKEE ROSE |



Flag of Canada



Flag of the United States

Canadian Beaver

American Eagle

## THE STAR-SPANGLED BANNER

Oh, say, can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleamings;
Whose broad stripes and bright stars, through the perilous fight
O'er the ramparts we watched, were so gallantly streaming;
And the rocket's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
Oh, say, does the star-spangled banner yet wave
O'er the land of the free and the home of the brave?

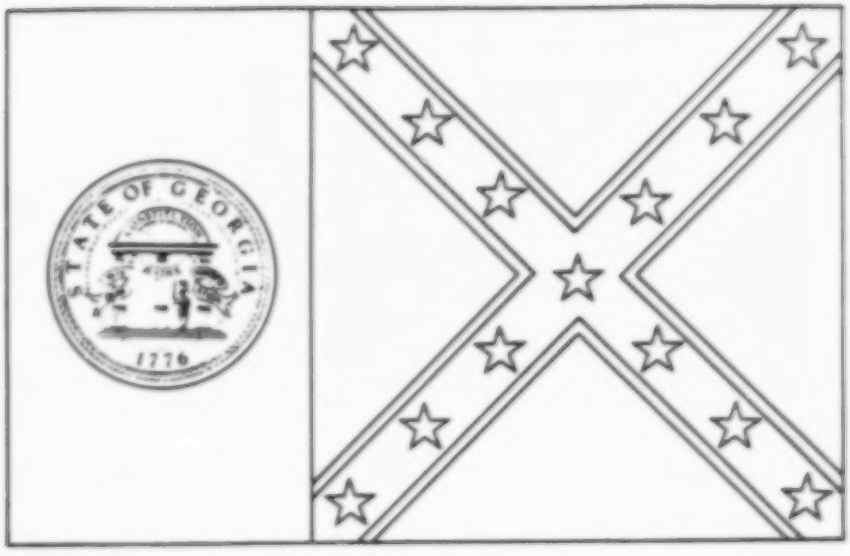
Oh, thus be it ever when freemen shall stand
Between their loved homes and the war's desolation.
Blest with vict'ry and Peace, may the heav'n-rescued land
Praise the Pow'r that hath made and preserved us a Nation.
Then conquer we must, when our cause it is just,
And this be our motto, "In God is our trust";
And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave.



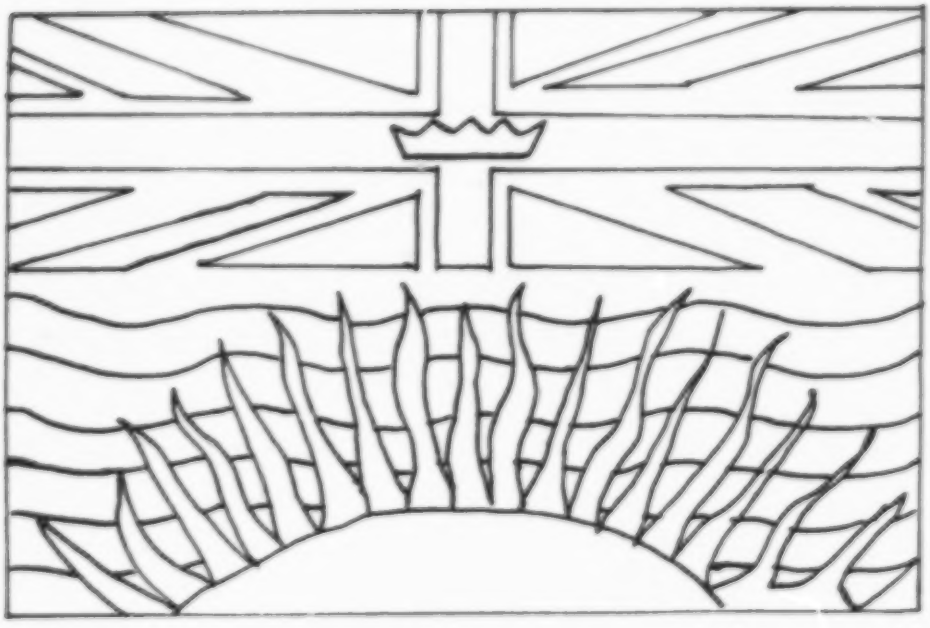
## O Canada

O Canada! Our home and native land!
True patriot-love in all thy sons command.
With glowing hearts we see thee rise,
The True North, strong and free,
And stand on guard, O Canada,
We stand on guard for thee.
O Canada, glorious and free!
We stand on guard, we stand on guard for thee.
O Canada, we stand on guard for thee!

O Canada! terre de nos aïeux,
Ton front est ceint de fleurons glorieux.
Car ton bras sait porter l'épée,
It sait porter la croix;
Ton histoire est une épopée,
Des plus brillants exploits;
Et ta valeur, de foi trempée,
Protégera nos foyers et nos droits.



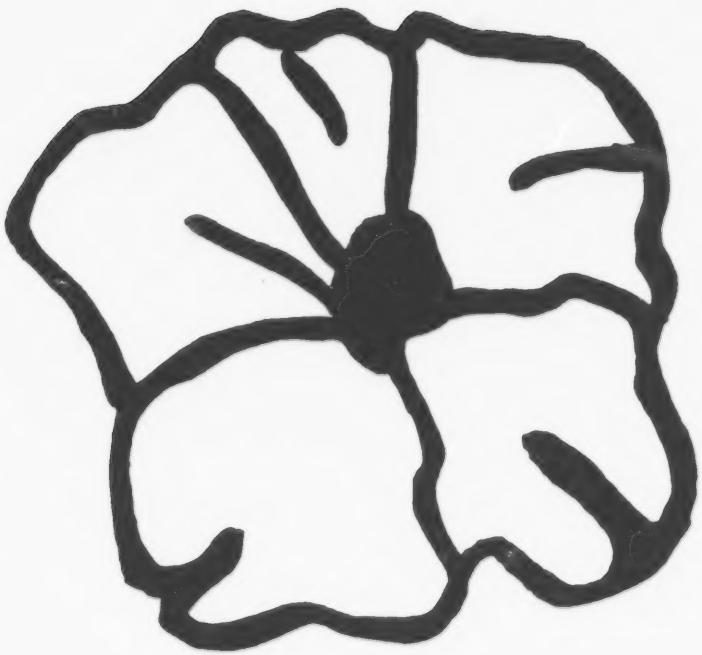

Flag of Georgia



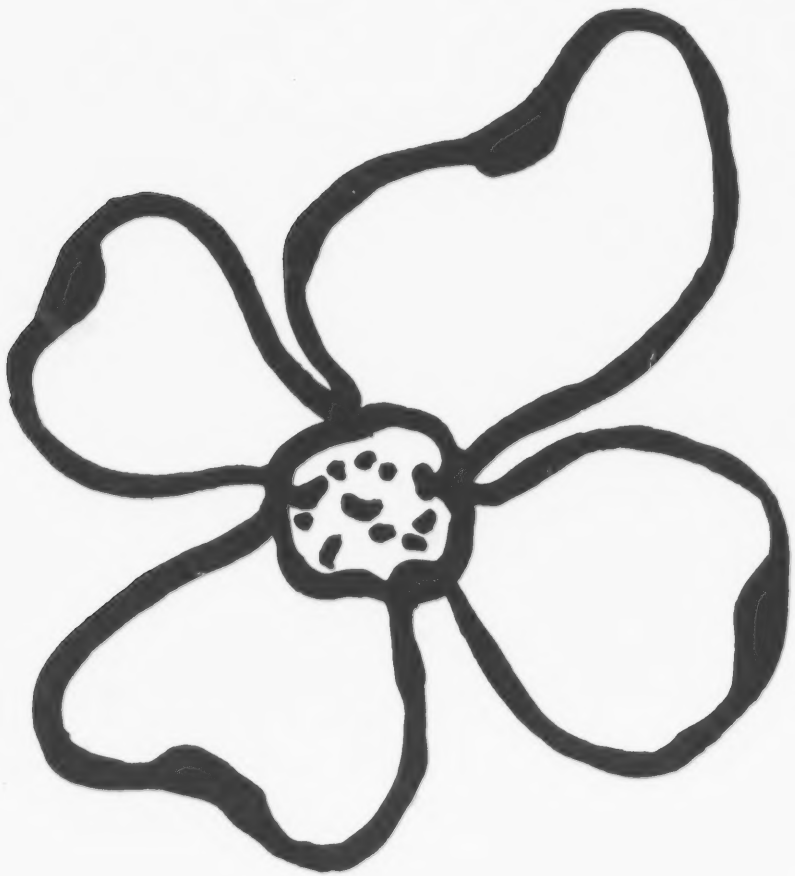
Flag of British Columbia

Georgia State Seal

British Columbia Coat of Arms



Georgia - Cherokee Rose



British Columbia - Dogwood

# NATIONAL SYMBOLS

## Canada's Flag/Maple Leaf

The maple leaf is the unique symbol of Canada and it is celebrated in paintings and song. From the beginning of Confederation in 1867, the maple leaf was used as the special symbol for the Canadian government. The present Canadian flag was adopted on February 15, 1965 as the national flag. Red and white are the official colors of Canada.

## The Beaver

From the earliest period of time the beaver was a symbol to the early explorers and settlers. The first French settlers found le castor useful for it could be eaten and his furs used for clothing. By the late 1600's the beaver hat became very popular in Europe. The demand for beaver fur continued for about 100 years. This demand opened Canada to trade, exploration and settlement.

## National Anthems

When Americans sing the Star Spangled Banner, everyone usually sings in unison. This might not happen in Canada. In some areas the people might be singing the French version of O Canada. In other areas the English version might be heard. O Canada was originally a national song of French-speaking Canada, but now it is the national anthem of all of Canada.

## United States Flag

The Continental Congress adopted the Stars and Stripes on June 4, 1777. The resolution designated thirteen white stars on a field of blue and thirteen red and white stripes. There were thirteen original colonies that broke away from England and formed the United States. As states were added, the number of stars changed. In 1959 Hawaii became the 50th state and now the flag has 50 stars. The blue in the flag stands for reverence to God, sincerity, justice; white stands purity; and red stands for valor and sacrifice.

## The Bald Eagle

The only eagle solely native to North America, the bald eagle has been the national bird since 1782. The bald eagle is a sea eagle that is also found inland along rivers and large lakes. Bald eagles follow seabirds to locate fish to eat. They nest in lone trees, often on island in rivers. The adult is about 40 inches long, is dark brown with a white head and tail. Its beak, eyes and feet are yellow.

The species is endangered by river pollution, pesticides, and loss of nesting sites. The bald eagle is now protected in all fifty states under the National Emblem Act of 1940.

A State's Symbols

Georgia

## Seal and Motto

The Great Seal of Georgia was authorized by the legislature in 1799. Daniel Sturgis, state surveyor, submitted the winning design and was paid $30. The seal appears in many places - on doors, papers and official documents. The words, "Wisdom, Justice, Moderation" are from Plato's Republic. The arch which is supported by three pillars representing the three branches of state government, the legislative, the judicial and the executive.

## Flag

Georgia's present flag was adopted by the legislature in 1956 and was designed by John Sammons Bell, an Atlanta attorney. One third of the flag on the left is a vertical blue stripe, displaying the Georgia seal in blue and white. The right side has the Stars and Bars of the Confederacy on a red background.

## State Flower

The Cherokee rose was adopted by the legislature in 1916 as the state flower. Cherokee rose is the local name given to the flower and comes from the Cherokee Indians, who widely distributed the plant. The flower is very thorny and the leaves are a vivid green. Its petals are a waxy white with a large golden center. It blooms in early spring, and with favorable conditions it may bloom a second time in the fall of the year. The Cherokee rose grows well in all parts of Georgia.

A Provinces's Symbols

British Columbia

## Coat of Arms and Motto

The Coat of Arms for British Columbia has been in use since 1911. The full Coat of Arms displayed a crowned lion standing on a Royal Crown. On one side was a Wapiti stag, on the other a Big Horn ram. The motto is "Splendor Sine Occasu" which means "Splendor without diminishment." A more modern Coat of Arms was adopted in 1977 using the same symbols.

## Flag

The design of the flag of British Columbia has been in use since 1911. The upper part is the Union Jack, the British flag. The crown in the center symbolizes its colonial origins and Canada' continuing tie with England. The lower part of the flag is silver and blue wavy bars or stripes. The wavy

bars and the setting sun at the bottom of the flag signify that British Columbia is the western most province bordering the Pacific Ocean. The flag was officially adopted on June 20, 1960.

Provincial Flower

The Pacific Dogwood was adopted by the provincial government in 1956 as the floral emblem of the province. The tree blooms in the spring, but with the right weather conditions, it may bloom a second time in the fall.

| LESSON CONTENT/ CONCEPT | SKILL STRAND/S | OBJECTIVES | MATERIALS | STRATEGIES | TEACHER EVALUATION |
|---|---|---|---|---|---|
| 13. Canadian Holidays | .Locating, analyzing, synthesizing data | The student will be able to:<br><br>.compare Canadian and United States holidays | .Handout: "Canada/U.S. Holidays" | .Distribute handout to students. After students have compared the holidays of the two countries, review the chart using the questions at the bottom of the worksheet.<br><br>Note: Thanksgiving is celebrated earlier in Canada due to climate differences and earlier fall harvest. | .Teacher quiz<br>.Teacher observation during class discussion |

## Canada/U.S. Holidays

Canada and the United States share some of the same holidays. Yet, each country has some which are observed only in one country. The chart below lists some holidays in each country.

| Months | Canada | United States |
|---|---|---|
| January | New Year's Day | New Year's Day |
| February | | George Washington's Birthday |
| March | Good Friday and Easter | Good Friday and Easter |
| April | | |
| May | Victoria Day | Memorial Day |
| June | St. Jean Baptiste Day (Quebec only) | |
| July | Canada Day | Independence Day |
| August | Civic Day* | |
| September | Labor Day | Labor Day |
| October | Thanksgiving | Columbus Day |
| November | Remembrance Day | Thanksgiving, Veteran's Day |
| December | Christmas Day | Christmas Day |
| | Boxing Day | |

*Civic Day is an English custom adopted by Canada. It comes from the "Bank Holiday" where it was the custom to close all banks for a holiday. The Canadians now refer to this day as Civic Day.

from Canada, Our Northern Neighbor, Duke University, Canadian Studies Center, Developed by Ted Scott Henson.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

### Discussion Questions

1. What holidays are celebrated in Canada that are not celebrated in the United States?

2. Why was Canada's "birthday" almost a hundred years after that of the United States?

3. What similarities and differences can you find in the holidays of each country?

4. Why do you think that Thanksgiving is celebrated one month earlier in Canada than in the United States?

| LESSON CONTENT/ CONCEPT | SKILL STRAND/S | OBJECTIVES | MATERIALS | STRATEGIES | TEACHER EVALUATION |
|---|---|---|---|---|---|
| 14. The Metric System in Canada | .Locating and processing information | The student will be able to:<br><br>.identify the metric system as used in Canada for weights and measures<br>.convert some weights and measures into metric system | .Handout "Converting to Metric"<br>.Measuring instruments with both U.S. and metric measurement systems labeled (ruler, yard stick, and tape measure)<br>.Resource sheet "How to Convert" | .Distribute "Converting to Metric" and "How to Convert" charts to students. Have the students fill in the information on the chart.<br>.Have the students measure items in the classroom and record the information in chart form. | .Collect the chart and check student's work |

CONVERTING TO METRIC

| Weights | | Measures | | Capacity | | Speed | |
|---|---|---|---|---|---|---|---|
| U.S. | Metric | U.S. | Metric | U.S. | Metric | Miles Per Hour | Kilometers Per Hour |
| 1 ounce | | 1 inch | | 1 pint | | 10 | |
| 1 pound | | 1 foot | | 1 quart | | 30 | |
| 1 ton | | 1 yard | | 1 gallon | | 50 | |
| | | 1 mile | | | | 70 | |
| | | | | | | 100 | |

Measure the following items in your classroom.

1. Measure a piece of notebook paper in inches and centimeters.

2. Measure the classroom in feet and meters.

3. Keep a record for a week of the daily temperature of the city you live in and a Canadian city. Measure the temperature in Fahrenheit and Celsius (centigrade).

KEY

# CONVERTING TO METRIC

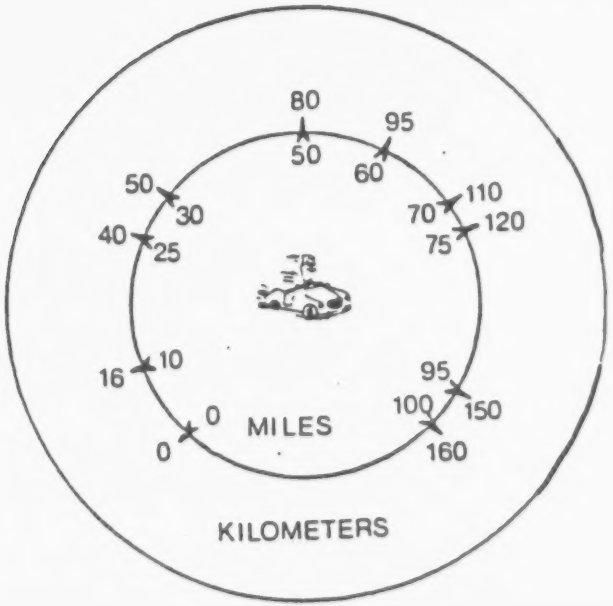
| Weights | | Measures | | Capacity | | Speed | |
|---|---|---|---|---|---|---|---|
| U.S. | Metric | U.S. | Metric | U.S. | Metric | Miles Per Hour | Kilometers Per Hour |
| 1 ounce | 28.35 (g) | 1 inch | 24.40 (MM) | 1 pint | .47 liters | 10 | 16 |
| 1 pound | .45 (kg) | 1 foot | .30 (M) | 1 quart | .95 liters | 30 | 50 |
| 1 ton | 1.11 (MT) | 1 yard | .91 (M) | 1 gallon | 3.79 liters | 50 | 80 |
| | | 1 mile | 1.61 (Km) | | | 70 | 110 |
| | | | | | | 100 | 160 |

Measure the following items in your classroom.

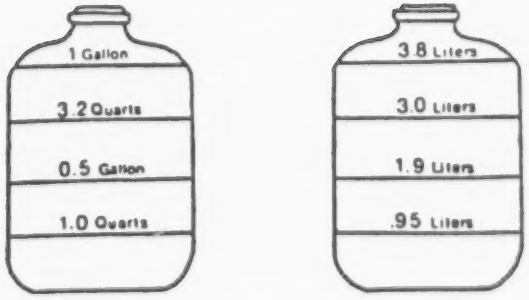
1. Measure a piece of notebook paper in inches and centimeters.

2. Measure the classroom in feet and meters.

3. Keep a record for a week of the daily temperature of the city you live in and a Canadian city. Measure the temperature in both Fahrenheit and Celsius (centigrade).

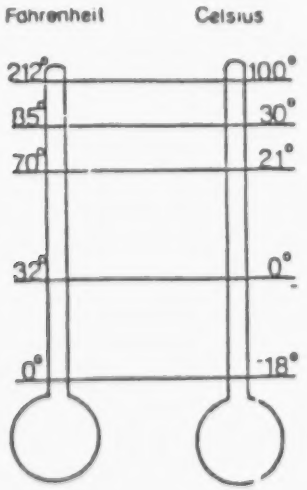



Speed
(velocity)




U.S. Gallon Liter

Liquid Measure




Temperature





**Converting U.S. to Metric Measurements**

| Multiply: | by: | to find: |
|---|---|---|
| *Length* | | |
| inches (in) | 25.40 | millimeters (mm) |
| feet (ft) | .30 | meters (m) |
| yards (yd) | .91 | meters |
| miles (mi) | 1.61 | kilometers (km) |
| *Area* | | |
| acres | .40 | hectares (ha) |
| *Capacity* | | |
| pints (pt) | .47 | liters (L) |
| quarts (qt) | .95 | liters |
| gallons (gal) | 3.79 | liters |
| *Weight* | | |
| ounces (oz) | 28.35 | grams (g) |
| pounds (lb) | .45 | kilograms (kg) |
| tons (t) | 1.11 | metric tons (MT) |
| *Power* | | |
| horsepower (hp) | .75 | kilowatts |
| *Temperature* | | |
| degrees Fahrenheit | 5/9 (after subtracting 32) | degrees Celsius |

**METRIC CONVERSION**

**Converting Metric to U.S. Measurements**

| Multiply: | by: | to find: |
|---|---|---|
| *Length* | | |
| millimeters (mm) | .039 | inches (in) |
| meters (m) | 3.28 | feet (ft) |
| meters | 1.09 | yards (yd) |
| kilometers (km) | .62 | miles (mi) |
| *Area* | | |
| hectare (ha) | 2.47 | acres |
| *Capacity* | | |
| liters (L) | 1.06 | quarts (qt) |
| liters | .26 | gallons (gal) |
| liters | 2.11 | pints (pt) |
| *Weight* | | |
| gram (g) | .04 | ounce (oz) |

| LESSON CONTENT/ CONCEPT | SKILL STRAND/S | OBJECTIVES | MATERIALS | STRATEGIES | TEACHER EVALUATION |
|---|---|---|---|---|---|
| 15. Languages in Canada | .Locating, analyzing, synthesizing data | The student will be able to:<br><br>.identify the two official languages of Canada<br>.identify selected objects in both languages | .Handout "English/French Terms"<br>.Classroom materials labeled with French terms | .Distribute the chart to the students and have them use reference materials to fill in the missing in information.<br>.Have the students practice the French terms with a person who is reasonably proficient in the language (teacher, parent, principal).<br>.The teacher might make flash cards with an English word on one side and the French term on the opposite side. Also, the teacher may label some items in the classroom using the French word for that item. Ask student to compile a list of the items in both English and French. The teacher might label such items as:<br>desk - pupitre pen - plume<br>chair - chaise pencil -crayon<br>window - fenetre<br>door - porte<br>light - leger<br>boy - garcon<br>girl - jeune fille<br>teacher - instituteur<br>book - livre | .Collect and grade charts<br>.Teacher observation in classroom |

ENGLISH/FRENCH TERMS

| Numbers | | Months of the Year | | Days of the Week | | Colors | |
|---|---|---|---|---|---|---|---|
| English | French | English | French | English | French | English | French |
| one | | January | | Monday | | white | |
| two | | February | | Tuesday | | black | |
| three | | March | | Wednesday | | red | |
| four | | April | | Thursday | | yellow | |
| five | | May | | Friday | | blue | |
| six | | June | | Saturday | | green | |
| seven | | July | | Sunday | | brown | |
| eight | | August | | | | grey | |
| nine | | September | | | | orange | |
| ten | | October | | | | purple | |
| | | November | | | | | |
| | | December | | | | | |

Identify the items which the teacher has labeled with French terms. Write the English and the French term for these items.

KEY

ENGLISH/FRENCH TERMS

| Numbers | | Months of the Year | | Days of the Week | | Colors | |
|---|---|---|---|---|---|---|---|
| English | French | English | French | English | French | English | French |
| one | un | January | janvier | Monday | lundi | white | blanc |
| two | deux | February | fevrier | Tuesday | mardi | black | noir |
| three | trois | March | mars | Wednesday | mercredi | red | rouge |
| four | quatre | April | avril | Thursday | jeudi | yellow | jaune |
| five | cinq | May | mai | Friday | vendredi | blue | bleu |
| six | six | June | juin | Saturday | samedi | green | vert |
| seven | sept | July | juillet | Sunday | dimanche | brown | brun |
| eight | huit | August | aout | | | grey | gris |
| nine | neuf | September | septembre | | | orange | orange |
| ten | dix | October | octobre | | | purple | mauve |
| | | November | novembre | | | | |
| | | December | decembre | | | | |

Identify the items which the teacher has labeled with French terms. Write the English and the French term for these items.

| LESSON CONTENT/ CONCEPT | SKILL STRAND/S | OBJECTIVES | MATERIALS | STRATEGIES | TEACHER EVALUATION |
|---|---|---|---|---|---|
| 16. Canada-U.S. Trade | .Locating, analyzing, synthesizing data<br>.Problem solving | The student will be able to:<br><br>.identify major Canadian exports to the U.S.<br>.identify major U.S. exports to Canada<br>.define the terms protectionism and free trade.<br>.list advantages and disadvantages of protectionism and free trade in the world market.<br>.explain Canadian and American viewpoints on world trade. | Readings:<br>."Major Canadian Exports to U.S." and "Major Canadian Imports from U.S." (Charts from Statistics Canada<br>."Canada-U.S. Trade," Study Canada: International Outlook, pp. 24-25<br>."Trade in a Wild World," Study Canada: International Outlook, p. 27 item.<br>."U.S. Puts on Protectionist Pressure, "Study Canada: International Outlook," p. 28 | .Provide students with the list of products.<br><br>Ask students to classify the products using the following headings: Canadian Export, U.S. Export, Both.<br>.In a class discussion, have students give reasons why a product was put into a particular column. Help students prepare an accurate list. Ask students what other products they think may be exports of each country to the other.<br>.Distribute Handouts 1 and 2. Ask students to compare their list of possible exports with the actual lists. What differences are there? Which products were they surprised to find on the actual lists? Why?<br>.Distribute Handouts 3 and 4. Discuss how both articles deal with protectionism. Assess protectionism by listing advantages and disadvantages for Canada. | .Have students write a paragraph summarizing Canada-U.S. trading practices and problems. Collect and discuss. |

Major Canadian Exports to U.S. 1978
(in $ million)

| | |
|---|---|
| Automobiles & parts | 11,417 |
| Lumber, pulp & paper products | 8,953 |
| Natural gas | 2,190 |
| Industrial & Agricultural machinery | 1,632 |
| Crude petroleum | 1,572 |
| Crude metal ores & concentrates | 1,122 |
| Fish | 542 |
| Asbestos | 155 |
| Apparel & footwear | 115 |
| Grain | 86 |

Major Canadian Imports from U.S. 1978
(in $ million)

| | |
|---|---|
| Road motor vehicles | 12,027 |
| Chemical & rel. products | 1,993 |
| Coal, crude petro. & rel. products | 1,161 |
| Industrial machinery | 1,024 |
| Communication & rel. equipment | 919 |
| Office machines & equipment | 900 |
| Tractors | 777 |
| Metal fabricated products | 708 |
| Meas. controlling lab equipment | 630 |
| Textile fabricated materials | 577 |

Source: *Statistics Canada*, 1980

from Study Canada: International Outlook, p.25.

## CANADA-U.S. TRADE

For many years the U.S. has been Canada's largest and most important trading partner. Geographical proximity and the huge American market (recall that the United States' population is approximately 10 times that of Canada) has made north-south trade natural. As Canada's most important customer, the U.S. purchases about 70 per cent of the products exported by Canada.

IMPORTS TO CANADA EXPORTS FROM CANADA

Exports refer to products produced in a country and sold to other nations. The U.S. is also the largest source of Canadian imports. Imports are commodities which are brought into a country from another. Approximately seventy per cent of Canada's imports come from the United States.

The graphs show how Canadian trade is heavily dependent upon the United States. Therefore, economic developments in the United States almost always affect the Canadian economy. An illustration of this is the 1980 slowdown in production of American middle and large size automobiles which led to layoffs in automotive-related industries in Ontario. Early in the same year an American recession reduced the demand for lumber which caused high unemployment in British Columbia.

The economies of the U.S. and Canada are interdependent. This is because the two economies greatly affect each other. However, Canada is much more influenced by the U.S. because exports make up a greater part of the economy. Canada remains the number one customer for U.S. exports. Americans import more from Canada than from any other nation.

### Protectionism vs Free Trade

Economic interdependence and particularly Canada's vulnerability to the U.S. has often fostered 'protectionism' in both countries. Protectionism refers to tariffs and import quotas which are aimed at protecting the home industry from foreign competition. Protectionism has strongly appealed to Canadian producers and politicians wishing to protect a developing manufacturing industry in Canada. In recent years American producers, faced with increasing foreign competition, are using protectionist measures. For example, the U.S. federal government and many state governments have established laws which require that goods used in government projects (i.e., mass transit buses) be

- From Study Canada: International Outlook, pp. 24-25.